# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Charing CE Primary School |
| Number of pupils in school | 115 |
| Proportion (%) of pupil premium eligible pupils | 29 |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2023 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | I Hammond |
| Pupil premium lead | I Hammond |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 39,005 |
| Recovery premium funding allocation this academic year | £ 4,640 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 43,645 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| High expectations of all pupils, an ethos of faith, friendship and fun, an exciting and varied curriculum and highly effective teaching combine to develop students who strive to be the best they can be. This ethos underpins our vision for all pupils to aspire to be creative, confident learners, securing and developing skills in the classroom and beyond. It is our responsibility to ensure all our students can become the very best versions of themselves. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Poor reading skills – Disadvantaged children have lower reading skills in KS1. This slows progress in future years |
| 2 | Poor maths skills – Disadvantaged children have lower maths skills in KS1. This affects progress in future years |
| 3 | Low Aspirations – Disadvantaged pupils have lower aspirations and limited experiences outside of school |
| 4 | Low Mental Wellbeing – Disadvantage children have a lower expectation of themselves and lower wellbeing compared to non-disadvantaged children |
| 5 | Low attendance – This reduces school hours and can cause pupils to make limited progress towards end of year expectations |
| 6 | Limited support from home – Some parents do not engage with school learning due to their own educational experiences and therefore the children receive limited support with homework, reading and maths practice. |

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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| **Disadvantaged children’s reading improves in line with other children nationally** | Termly and annual progress data shows progress at least in line with other children. |
| **Disadvantaged children’s maths improves in line with other children nationally** | Termly and annual progress data shows progress at least in line with other children. |
| **Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future** | Register of clubs show children eligible for PP are accessing after school clubs. |
| **Disadvantaged pupils have opportunities access Nurture provision** | Children eligible for PP are included in the Nurture groups. Children are also accessing the Nurture room for individual time when needed |
| **To improve the attendance of disadvantaged pupils** | Attendance of PP children is in line with attendance of non-PP children. |
| **Parents of pupils eligible for PP are engaged in their child’s learning, attend parental events and have higher expectations of their children.** | Parent events are accessed by parents of children eligible for PP |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,845

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Focussed support from teaching assistants in all classes | Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants | 1, 2, 4 |
| Maths Mastery training for staff and leadership time | Maths mastery creates a more engaging curriculum to allow children to show learning in a range of different ways | 2, 4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Everyone Reading in Class, SLT & TA support | Daily reading in class for every child increases fluency and pace of reading and allows every child read with an adult regularly | 1, 4 |
| RWI interventions | Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence. | 1, 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 9,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance reward scheme  **(£500)** | Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. | 1, 2, 3, 4, 5, 6 |
| Nurture provision  **(£2000)** | Children learn best when they are emotionally secure. Access to Nurture and Boxall profiling supports children to increase wellbeing | 3, 4, 6 |
| Contribution to school trips for disadvantaged children  **(£300)** | There is strong evidence that  extracurricular activities increase self-esteem and positive social behaviour among children. | 3, 4, 6 |
| Subsidised costs for year 6 residential trip  **(£400)** | This is a key social and developmental experience for our year 6 children before they leave primary school that may be inaccessible for parents of children eligible for PP. | 3, 4, 6 |
| Contribution to cost of after school clubs for disadvantaged children.  **(£100)** | Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem | 3, 4, 5, 6 |
| Employment of a FLO  **(£5000)**  \* Remainder from other area of budget | When children attend school regularly without constant breaks, they make more progress. Supporting parents of children with low attendance helps to raise attendance. | 3, 4, 5, 6 |
| Parent events to encourage parents to spend time in school with their children, eg, breakfast event or open craft afternoon  **(£500)** | Parents feel more confident to come into school for a purpose and to spend time with their children. This raises the confidence of children and adults. | 3, 4, 6 |
| Breakfast club, including provision of school milk for families eligible for PP  **(£1000)** | Children learn better when their basic needs are met. Breakfast club and school milk help children to be ready for school, and not feeling hungry. | 3, 4, 5, 6 |

**Total budgeted cost: £ 43,645**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| Most PP pupils made at least expected progress in Reading, Writing and Maths last year. This was impacted by the introduction of ERIC, provision of TAs, additional training provided for all staff and the catch up support given to the children. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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